

# ***Hickman County Schools***

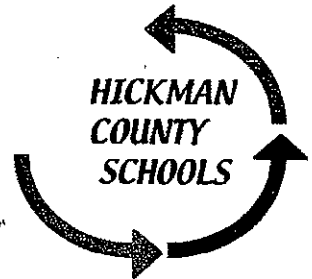


***An Equal Opportunity Employer***

***Revised 2001***



# ***Professional Growth and Evaluation of Certified Personnel***



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Please check job descriptions for individual positions.

# Professional Growth and Evaluation of Certified Personnel

<i>Hickman County</i>	(270) 653-2341
Name of District	Telephone
Route 3 Waterfield Dr.	Clinton KY 42031
Street Address	City and State Zip Code
<b>Mr. Steve Bayko</b> Superintendent	
Mr. Steve Bayko	(270) 653-2341
Evaluation Contact Person	Telephone
	Superintendent Position

## Evaluation Plan Development Committee Members and Position Titles :

Janie Shelton	Principal	HCES
Bany Adams	Counselor	HCHS
Sue Clifton	Instructional Supervisor	
Charlotte Kirk	Assistant Superintendent	
Robert Armbruster	Teacher	HCHS
Phylis Whitlock	Teacher	HCES
Denise Terry	Teacher	HCES
Ruth Ann Henson	Teacher	HCHS

## **ASSURANCES**

### **CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

The Local School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

## **PERFORMANCE EVALUATION**

Professional Growth and Evaluation is a process with all educators working cooperatively to achieve goals and objectives that enhance student learning.

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The purposes of the evaluation system shall be to improve instruction, provide a measure of performance accountability to citizens, foster professional growth and support individual personnel decisions.

The Professional Growth and Evaluation of Certified Personnel process shall include both formative and summative evaluation.

Continuing Contract (Tenured) employees will be observed annually through on-going observations and conferencing and the development of an individual professional growth plan. Continuing Contract (Tenured) employees shall be observed a minimum of once every year. Summative Evaluation for Continuing Contract (Tenured) employees shall occur a minimum of once every three years.

Limited Contract (Non-Tenured) employees shall be observed annually through on-going observation and conferencing and the development of an individual professional growth plan. A minimum of two observations utilizing a combination of formal and informal observation shall occur for all Limited Contract (Non-Tenured) employees with a summative evaluation occurring annually.

Attendance and punctuality and evaluating results shall be part of all evaluations.

Administrators shall be evaluated annually through on-going observations and conferencing with the development of an individual growth plan and summative evaluation. Employees whose performance observation is unsatisfactory shall have observations more frequently at the discretion of the evaluator. The Superintendent shall be evaluated by the Board of Education and shall complete a growth plan pursuant to KRS 156.111. All certified personnel shall adhere to the professional code of ethics.

### **DEFINITIONS:**

1. "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Educational Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

- (3) **"Evaluation"** means
- (a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and
  - (b) The establishment and monitoring of a professional growth plan.
- (4) **"Formative evaluation"** means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
- (5) **"Indicators"** means measurable or observable behaviors and outcomes that demonstrate performance criteria.
- (6) **"Job category"** means a group or class of positions with closely related functions (e.g., principal, coordinator, director).
- (7) **"Observation"** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
- (8) **"Other support staff"** means certified staff other than teacher or administrator.
- (9) **"Performance criteria"** means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.
- (10) **"Position"** means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).
- (11) **"Professional growth plan"** means an individualized plan that includes:
- (a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
  - (b) Objectives, a plan for achieving the objectives, and a method for evaluating success;
  - (c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and
  - (d) Identification of school and district resources within available funds to accomplish the goals.
- (12) **"Standards of performance"** means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

- (13) **"Summative evaluation"** means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
- (a) Occurs at the end of an evaluation cycle; and
  - (b) Includes a conference between the evaluator and the evaluated certified employee, and a evaluation report.]
- (14) **"Teacher"** means a certified staff person who directly instructs students.
- (15) **"Corrective Action Plan"** means a plan established to assist the employee when "does not meet" rating(s) appear on the Summative Evaluation or when the evaluator identifies specific area(s) that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment.
- (16) **"Corrective Action Team"** means a team established to assist the employee in meeting the district standards. The formation of this team is the district's last attempt at salvaging the career of the employee.
- (17) **"Formal observation"** means a series of events which include a pre-observation conference, a classroom observation, and a post-observation conference within five working days of the observation.
- (18) **"Informal observation"** means an observation whereby the evaluator observes unannounced and within five working days of the observation conferences with the employee. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.
- (19) **"Alternative / Optional Methods of Data Collection"** means a method of data collection available to Continuing Contract (Tenured) staff who have demonstrated successful performance and choose to work with the evaluator toward a creative and productive means of performance and data collection.
- (20) **"Primary Evaluator"** means the immediate supervisor of the employee.
- (21) **"Third Party Observer"** if requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. To request a third party observer, employee shall:
- a. do so in writing to the evaluator
  - b. request no later than Feb. 15 of the academic year in which the summative evaluation occurs.

If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

### Alternative/ Optional Data Collection Methods.

Continuing Contract (Tenured) employees with demonstrated satisfactory performance shall be evaluated a minimum of once every three years which may include use of alternative/optional methods of data collection.

Section 4 of KRS 156.557 and the definition found below from 704 KAR 3:345 provide for alternative /optional collection of data.

"Evaluation" means

- (a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and
- (b) The establishment and monitoring of a professional growth plan.

Guidelines define evaluation procedures and forms to be designed to foster professional growth. To promote effective interpersonal, communication, and collaborative skills among peers and subordinates, consideration of some alternative / optional ways of data collection may be used.

Collaboration, peer communication, and effective interpersonal skills can be achieved by the following: peer collaboration, monitoring, support systems, flexibility to try new and creative innovations, assuming new roles.

Self-assessments: ratings completed by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

Teams or Departments may choose to work together to align teaching strategies. Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

Evaluatee may choose to develop a professional portfolio which might include the following: Transcripts, Self-Assessments, Certification, Surveys, Job History, Units developed, Writings, Grants, Projects, Lesson Plans  
Individual Professional Growth Plans, Technology integration.

Evaluatee may choose to video a segment of his/her teaching performance, critique it with a colleague and share with evaluator.

\*\*\*\*\*SPECIAL NOTE

**Peers are involved in the growth process only, not in EVALUATION!**



## Process and Procedures

Each employee shall be evaluated on the standards and performance criteria found here in by evaluators who have been trained, tested, and approved for this purpose through the initial approval process of the Kentucky Department of Education. Each evaluator shall complete twelve hours of additional training during each Instructional Leadership biennium to continue approval and it shall be reported with the Instructional Leadership of the evaluator. Evaluators shall utilize the forms adopted by the district and approved by the Kentucky Department of Education. **There shall be formative observations and conferences** to assist the employee in meeting district standards. A pre-observation conference/form shall be part of the formal observation process as a means for the evaluator and evaluatee to discuss what is to be taught. Informal observation can occur at any time the evaluator observes the employee in the performance of his/her duties. **All certified staff will develop an Individual Professional Growth Plan** which is aligned with goals and missions of the school council/district. This Individual Professional Growth Plan shall be reviewed annually to determine if it has been achieved, or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. A **Corrective Action Plan** is developed by the evaluator to address specific concerns in employee performance. Once the corrective action plan has been implemented, there is more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee moves back into the Individual Professional Growth Plan cycle.

If there is no improvement with a corrective action plan, the evaluator may choose to implement a **Corrective Action Team** to work specifically with the evaluatee (in a non-evaluative role) to provide additional assistance. **Any employee who is on a Corrective Action Plan with an Corrective Action Team should be aware that this is the district's last attempt to salvage the individual's career, and that if the standard(s) is/are not met, the district may choose to terminate the employment of the teacher or administrator.**

The **summative evaluation** of the employee is conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference is held to discuss the performance indicated on the summative instrument. The employee is provided a copy of the summative instrument and a copy, along with the Individual Professional Growth Plan(s) attached, is forwarded to the district office.

An employee who does not agree with any portion of the summative evaluation may choose to file a rebuttal **with the Superintendent** for attachment to the summative evaluation document filed in the personnel file. Any employee who feels that the summative evaluation by the evaluator is not an accurate assessment of the performance, either by substance and/or procedure, may file an appeal with the **District Appeals Panel**. The appropriate form for the request, along with the Appeals Process and Hearing Procedures is found elsewhere in this document. **The evaluatee has ten working days from the date of the summative conference to file the request for appeal.**

## Evaluation Timetable

Step 1	All employees are given an orientation/full discussion of the plan for Professional Growth and Evaluation of Certified Personnel.	Within the first month of reporting for duty for each school year.
Step 2	Primary Evaluators NOTIFY employees to be evaluated.	Beginning of School Year
Step 3	Pre-observation Conferences	Prior to Observations
Step 4	Post-observation Conferences	Within five working days of the observation
Step 5	Individual Professional Growth Plans	Established/Revised by September 15 (teacher) October 15 (administrator)
Step 6	Formal and Informal Observation and Data Collection conducted openly and with the full knowledge of employee.	On-going throughout the school year
Step 7	Deadline for the request for third party observer/content specialist	February 15
Step 8	Summative Evaluation and Summative Conferences	All <b>Summative</b> data on Limited Contract (Non-Tenured) and any Employee on a Corrective Action Plan due in Central Office by April 15. All continuing contract employees (Tenured) in by May 15, and all Administrators data due in Central Office by June 15.
Step 9	Appeals Request	Within 10 working days of Summative Conference

# CODE OF ETHICS

## 704 KAR 20:680

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

### To STUDENTS

- ☐ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- ☐ Shall respect the constitutional rights of all students.
- ☐ Shall take reasonable measures to protect the health, safety and emotional well-being of students.
- ☐ Shall not use professional relationships or authority with students for personal advantages.
- ☐ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- ☐ Shall not knowingly make false or malicious statements about students or colleagues.
- ☐ Shall refrain from subjecting students to embarrassment or disparagement.
- ☐ Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

### To PARENTS

- ☐ Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.
- ☐ Shall endeavor to understand community cultures and diverse home environments of students.
- ☐ Shall not knowingly distort or misrepresent facts concerning educational issues.
- ☐ Shall distinguish between personal views and the views of the employing educational agency.
- ☐ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- ☐ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- ☐ Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

### To EDUCATION PROFESSION

- ☐ Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- ☐ Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities.
- ☐ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- ☐ Shall not use coercive means or give special treatment in order to influence professional decisions.
- ☐ Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- ☐ Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

# ***Evaluation Standards and Performance Criteria for Education Administrators***

## **Standard 1: Vision/Mission**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Performances – The administrator facilitates processes and engages in activities ensuring that:

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community.
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- 1.3 The core beliefs of the school vision are modeled for all stockholders.
- 1.4 The vision is developed with and among stockholders.
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
- 1.6 Progress toward the vision and mission is communicated to all stockholders.
- 1.7 The school community is involved in school improvement efforts.
- 1.8 The vision shapes the educational programs, plans, and actions.
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 Assessment data related to student learning are used to develop the school vision and goals.
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- 1.12 Barriers to achieving the vision identified, clarified, and addressed.
- 1.13 Demonstrates leadership related to assignment, including attendance and punctuality and evaluating results.

## **Standard 2: School Culture and Learning**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Performances – The administrator facilitates process and engages in activities ensuring that:

- 2.1 All individuals are treated with fairness, dignity, and respect.
- 2.2 Professional development promotes focus on student learning consistent with the school vision and goals.
- 2.3 Students and staff feel valued and important.
- 2.4 The responsibilities and contributions of each individual are acknowledged.
- 2.5 Barriers to student learning are identified, clarified, and addressed.
- 2.6 Diversity is considered in developing learning experiences.
- 2.7 Life long learning is encouraged and modeled.
- 2.8 There is a culture of high expectations for self, student, and staff performance.
- 2.9 Technologies are used in teaching and learning.
- 2.10 Student and staff accomplishments are recognized and celebrated.
- 2.11 Multiple opportunities to learn are available to all students.
- 2.12 The school is organized and aligned for success.
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.

- 2.15 The school culture and climate are assessed on a regular basis.
- 2.16 A variety of sources of information is used in making decisions.
- 2.17 Student learning is assessed using a variety of techniques.
- 2.18 Multiple sources of information regarding performance are used by staff and students.
- 2.19 A variety of supervisory and evaluation models is employed.
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

### **Standard 3: Management**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Performances – The administrator facilitates processes and engages in activities ensuring that:

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
- 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- 3.7 Time is managed to maximize attainment of organizational goals.
- 3.8 Potential problems and opportunities are identified.
- 3.9 Problems are confronted and resolved in a timely manner.
- 3.10 Financial, human, and material resources are aligned to the goals of schools.
- 3.11 The school acts entrepreneurially to support continuous improvement.
- 3.12 Organizational systems are regularly monitored and modified as needed.
- 3.13 Stakeholders are involved in decisions affecting schools.
- 3.14 Responsibility is shared to maximize ownership and accountability.
- 3.15 Effective problem-framing and problem-solving skills are used.
- 3.16 Effective conflict resolution skills are used.
- 3.17 Effective group-process and consensus-building skills are used.
- 3.18 Effective communication skills are used.
- 3.19 There is effective use of technology to manage school operations.
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
- 3.21 A safe, clean, and esthetically pleasing school environment is created and maintained.
- 3.22 Human resource functions support the attainment of school goals.
- 3.23 Confidentiality and privacy of school records are maintained.

### **Standard 4: Collaboration**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Performances – The administrator facilitates processes and engages in activities ensuring that:

- 4.1 High visibility, active involvement, and communication with the larger community is a priority.
- 4.2 Relationships with community leaders are identified and nurtured.
- 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations.
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- 4.6 The school and community serve one another as resources.

- 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 4.9 Community youth family services are integrated with school programs.
- 4.10 Community stockholders are treated equitably.
- 4.11 Diversity is recognized and valued.
- 4.12 Effective media relations are developed and maintained.
- 4.13 A comprehensive program of community relations is established.
- 4.14 Public resources and funds are used appropriately and wisely.
- 4.15 Community collaboration is modeled for staff.
- 4.16 Opportunities for staff to develop collaborative skills are provided.

#### **Standard 5: Integrity, Fairness, Ethics**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Performances – The administrator facilitates process and engages in activities ensuing that:

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics.
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5.4 Serves as a role model.
- 5.5 Accepts responsibility for school operations.
- 5.6 Considers the impact of one's administrative practices on others.
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 5.8 Treats people fairly, equitably, and with dignity and respect.
- 5.9 Protects the rights and confidentiality of students and staff.
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.11 Recognized and respects the legitimate authority of others.
- 5.12 Examines and considers the prevailing values of the diverse school community.
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5.14 Opens the school to public scrutiny.
- 5.15 Fulfills legal and contractual obligations.
- 5.16 Applies laws and procedures fairly, wisely, and considerately.

#### **Standard 6: Political, Economic, Legal**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Performances – The administrator facilitates process and engages in activities ensuring that:

- 6.1 The environment in which schools operate is influenced on behalf of students and their families.
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- 6.3 There is ongoing dialogue with representatives of diverse community groups.
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.5 Public policy is shaped to provide quality education for students.
- 6.6 Lines of communication are developed with decision makers outside the school community.

### **Standard 7: Technology**

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

- 7.1 Operates a multimedia computer and peripherals to use a variety of software (Office '97, Word, Excel, e-mail, internet).
- 7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).
- 7.3 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses).
- 7.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.
- 7.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).
- 7.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power point presentations, budget spreadsheets, use of e-mail).
- 7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans).

# Formative Evaluation Instrument

\_\_\_\_ Non-Tenured

Employee \_\_\_\_\_ Date \_\_\_\_\_

Work Site \_\_\_\_\_ Activity \_\_\_\_\_ Pre-Obs. Conf Y \_\_\_\_\_ N \_\_\_\_\_

Standards are observed and documented during the day-to-day completion of your job and conferences as established by evaluator.

(Evidenced by)

STANDARD 1: Vision / Mission

STANDARD 2: School Culture and Learning Climate

STANDARD 3: Management

STANDARD 4: Collaboration

STANDARD 5: Integrity, Fairness, and Ethics

STANDARD 6: Political, Economic and Legal Aspects

STANDARD 7: Demonstrates Implementation of Technology

Comments (may be continued on back)

**Individual Growth Plan**( standards for focus) Standard # \_\_\_\_\_

This observation was discussed in a conference between the evaluator and evaluatee on \_\_\_\_\_

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_  
Evaluator



# **PROFESSIONAL GROWTH PLAN TEACHER AND ADMINISTRATOR**

Name \_\_\_\_\_

Enrichment Plan \_\_\_\_\_

Date \_\_\_\_\_ Work Location \_\_\_\_\_

Corrective Action Plan \_\_\_\_\_

Corrective Action Team \_\_\_\_\_

Needs Assessment: "What evidence do I have which tell me improvement is needed?"	*Present PG Stage:	(Growth Objective/Goal(s) and "What exactly do I want to do to improve	Procedures and Activities for Achieving Goals and Objectives "How can I reach my goal(s)?"	Target Dates for Completion

\*Professional Growth Plan Stages:

O—Orientation/Awareness A—Preparation/Application I—Implementation/Management R—Refinement/Impact

Evaluatee Comments:

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Evaluator Comments:

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This individual professional growth plan is aligned with the school improvement/consolidated and/or instructional leadership plan(s) of the district.

Individual Growth Plan Developed:

Annual Review: Achieved\_\_\_ Revised\_\_\_ Continued\_\_\_  
Corrective Action Team Recommended\_\_\_

Evaluatee Signature _____	Date _____	Evaluatee Signature _____	Date _____
Evaluator Signature _____	Date _____	Evaluator Signature _____	Date _____

# HICKMAN COUNTY SCHOOLS ADMINISTRATOR SUMMATIVE EVALUATION

Tenured \_\_\_\_\_  
Non-Tenured \_\_\_\_\_

(This summarizes all evaluation data including formative observations, products, performances, materials, professional development activities, conferences and other documentation.)

Evaluatee: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

<u>Administrator Standards:</u>	<u>Meets</u>	<u>Meets with Reservation</u>	<u>Does Not Meet</u>
1. Vision / Mission	_____	_____	_____
2. School Culture and Learning	_____	_____	_____
3. Management	_____	_____	_____
4. Collaboration	_____	_____	_____
5. Integrity, Fairness, Ethics	_____	_____	_____
6. Political, Economic, Legal	_____	_____	_____
7. Demonstrates Implementation of Technology	_____	_____	_____
<b>Overall Rating</b>	_____	_____	_____

**Failure to meet any one standard may be considered grounds for dismissal.**

**\*\*To be signed after all information above has been completed and discussed:**

Evaluatee: \_\_\_\_\_ Signature \_\_\_\_\_

Evaluator: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Employment Recommendation

- \_\_\_\_\_ Meets administrator standards for re-employment
- \_\_\_\_\_ Meets administrator standards with reservation
- \_\_\_\_\_ Does not meet administrator standards for re-employment

Opportunities for appeal process at local and state level are a part of the District Evaluation Plan. Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement. An appeal may be written on proper form and given to the Chairperson of the Evaluation Appeals Panel within ten (10) working days immediately following receipt of the summative form.

## Corrective Action Team

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help them make the necessary changes in their performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the District standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standards, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures would be initiated.

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward cancellation of the contract.

## Corrective Action Log of Activities

Employee \_\_\_\_\_

Date of Meeting \_\_\_\_\_

Persons Present: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary of Meeting:

Recommendations:

Next Meeting: \_\_\_\_\_

Immediate Supervisor of Employee: \_\_\_\_\_

# CORRECTIVE ACTION RECORD

Dates 

Observations				
Professional Growth Plan Developed				
Corrective Action Team Requested				
Corrective Action Team Selected				
Evaluator/Evaluated/Team Meeting to explain Assistance				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and /or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signature :

Evaluator \_\_\_\_\_

Date

# THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship) One member of the panel is appointed by the Superintendent who notifies the board of the appointment and enters concurrence in Board minutes.

Reference: KRS 156.557 & 704 KAR: 345.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Superintendent shall also appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following

- Criteria: Open Nomination
- Secret Ballot
- One person /one vote
- All certified employees given the opportunity to vote

Panel Members may seek training through the District Contact Person.

## APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within ten working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. Upon receiving the request the panel will schedule a **PRELIMINARY HEARING** to provide documentation to all parties and the panel and explain Procedure. The chairperson of the panel shall be elected by the panel for each appeal. **Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided.** The chairperson shall convene the Preliminary Hearing and explain procedures for the Appeals Panel Hearings as follows. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days of the Preliminary Hearing an **APPEALS PANEL HEARING** will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The burden of proof lies with the evaluatee. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator and any witnesses presented. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendation may include one of the following :

- a. uphold the original evaluation
- b. remove the summative or any part of the summative from the personnel file which the panel finds in error.

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Department of Education.

# SUMMATIVE EVALUATION FOR TEACHERS

Tenured \_\_\_\_\_

Non-Tenured \_\_\_\_\_

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Work Site \_\_\_\_\_

Date(s) of Observation(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

Date(s) of Conference(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

<u>Ratings:</u>	<u>Meets</u>	<u>Meets Standard</u>	<u>*Does Not Meet</u>
<u>Standards:</u>	<u>Standard</u>	<u>With Reservation</u>	<u>Teacher Standard</u>
1. Demonstrates Professional Leadership	_____	_____	_____
2. Demonstrates Knowledge of Content	_____	_____	_____
3. Designs and Plans Instruction	_____	_____	_____
4. Creates/Maintains Learning Climate	_____	_____	_____
5. Implements /Manages Instruction	_____	_____	_____
6. Assesses and Communicates Learning Results	_____	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____
10. Demonstrates Implementation of Technology	_____	_____	_____

Overall Performance: \_\_\_\_\_

## Failure to meet any standard may be considered grounds for dismissal.

\*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan.

Evaluatee's Comments:

\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments:

\_\_\_\_\_  
\_\_\_\_\_

To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_\_\_  
Signature Date

Evaluator: \_\_\_\_\_  
Signature Date

## Employment Recommendation to Central Office:

- \_\_\_\_\_ Meets teacher standards for re-employment
- \_\_\_\_\_ Meets teacher standards with reservation
- \_\_\_\_\_ Does not meet teacher standards for re-employment

Opportunities for appeal process at local and state level are a part of the District Evaluation Plan. Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement. Any appeal shall be written on proper form and given to the Chairperson of the Evaluation Appeals Panel within ten (10) working days immediately following receipt of the summative form.



## APPEALS PANEL HEARING REQUEST FORM

I \_\_\_\_\_,  
have been evaluated by \_\_\_\_\_  
during the current evaluative cycle. My disagreement with the  
findings of the summative have been thoroughly discussed with my  
evaluator.

I respectfully request the District Evaluation Appeals Panel hear my  
appeal.

This appeal challenges the summative findings on:

\_\_\_\_\_ substance  
\_\_\_\_\_ procedure  
\_\_\_\_\_ both substance & procedure

Signature \_\_\_\_\_ Date \_\_\_\_\_

Date of Summative conference

Date evaluator notified of intent to appeal

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panel within ten (10) working days of completion of the summative conference.

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**KENTUCKY DEPARTMENT OF EDUCATION**  
CAPITAL PLAZA TOWER 500 MERO STREET FRANKFORT, KENTUCKY 40601

Gene Wilhoit, Commissioner  
(502) 564-4770

November 26, 2002

Superintendent Steve Bayko  
Hickman County Schools  
Route 3, 416 Waterfield Drive  
Clinton, KY 42031

Dear Superintendent Bayko:

The Hickman County School District's certified personnel evaluation plan has been reviewed and has been approved by the Kentucky Department of Education. We commend you for your continued effort to provide an evaluation system that promotes professional growth among the staff, improves classroom instruction, and contributes to student success.

If you have any questions regarding certified personnel evaluation, please contact Janet Stevens or me at 502/564-4201.

Sincerely,

Charles W. Edwards, Director  
Division of Leadership Development

CWE: jms

